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ABSTRACT

A study (conducted as part of the Teacher Education Redesign Project, University of Akron) determined the perceptions of first year teachers regarding their preservice preparation. Perceptions of the strengths and weaknesses of teacher training programs were sought pertaining to 17 competencies that were collected during follow-up studies of 233 graduates. The three areas that first year teachers felt most comfortable in were (in decreasing order): (1) writing and using lesson plans; (2) knowledge of subject matter; and (3) teaching reading. The three areas that these teachers felt weak in were (in decreasing order): (1) writing legibly on chalkboard; (2) working with parents; and (3) knowledge and skills in computer based instruction. The teachers implied that those courses generally characterized as foundations were less valuable than those in methods and in their content areas. Teachers also felt that more time with students in actual teaching situations was needed. The 17 competencies and their rank ordering are included as well as other areas which teachers felt should be added to or deleted from teacher preparation programs. (CB)

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SEVENTEEN TEACHING COMPETENCIES:

PERCEPTIONS OF FIRST-YEAR TEACHERS

Presentation to:
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SEVENTEEN TEACHING COMPETENCIES: PERCEPTIONS OF FIRST-YEAR TEACHERS

Background and Purpose of the Study

To attract, recruit, educate, and retain the very best qualified classroom teachers is demanded by the market and thus is becoming a more critical concern for teacher education colleges. This push has been initiated by both the national reports on the questionable quality of the total educational system (A Nation at Risk, e.g.) as well as heightened public awareness and scrutiny into public education. Many variables relate to one's career choice and commitment to teaching. Potential career development, salary, personal satisfaction, among others, are relevant. Success in teacher preparation programs serves as another predictive variable related to success in teaching. Whether or not the experiences in the entry year in teaching are favorable and satisfying make a difference in the retention of teachers past that first year. Furthermore, first-year teachers may experience early professional success depending, in part, on whether or not they perceive that the entry year is related to their preparation for it. The congruence or lack of congruence between preservice teacher preparation and actual teaching experience can be one evaluative measure of the sufficiency of the preservice educational program as well as a potential predictor of the career commitment of inexperienced teachers.

In one study (Thompson et al, 1983) first-year teachers reported a discrepancy between the reality of the teaching profession and their expectations for their professional role during student teaching, especially in social status, prestige, and leadership needs. Burke (1983) found that first-

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year teachers reported a discrepancy between their education and their professional teaching role in the areas of classroom management and individualization of instruction. In a Georgia study, Page et al (1983) found that first-year teachers with higher grade point averages were more positive in their perceptions of their preparation as they looked back during their entry year. Also, they found that a substantial proportion (40%) perceived that their preparation was only "fair" or "poor" in several competencies: managing classroom behavior, understanding roles of other professional educators (administrators, supervisors, etc.), working with parents, legal liabilities of teachers, and knowing the public school political organization. Females were more likely to report a personal long-term commitment to a teaching career than did males and the same difference was reported between whites and blacks, i.e., whites reported more career commitment than did blacks.

Despite the fact that many studies of beginning teachers have been conducted, results have not been conclusive. Lacey, in a 1977 summary of much of the research on new teachers, reported on the importance of the "discontinuity between training and the reality of teaching," but Power (1981) summarizes studies (conducted in England and Australia) that no evidence exists that supports strong discrepancies in beginning teachers' perceptions of themselves as teachers and their occupational aspirations when their preservice attitudes were compared to their attitudes as first-year teachers. One factor they suggest as potentially stable over induction is the perception of self in the teaching role.

Tabachnick et al (1983) seem to suggest a key factor related to the instability of findings between preservice-inservice teacher perceptions; that is, there is an interaction effect. In other words, it seems that the change in perceptions of entry year teachers from their perceptions as college

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students may be dependent on both their personal characteristic as well as the organizational characteristics existing at their first job site. They assert:

> All of the research conducted to date indicates the impossibility of making generalizations regarding stability or change during the first year without an understanding of the characteristics and qualities possessed by specific first-year teachers and knowledge of the specific characteristics existent in the school contexts within which they work. (p. 8)

Implications from the breadth of recent studies on teacher education have led to proposed teacher education models that recognize the developmental nature of teacher preparation (Johnson & Alderman, 1984; Morine-Dershimer, 1983; Medley, 1983; Howey, 1983; Winne, 1983). In other words, the fact that performance as a teacher is not merely a jump from the "novice" level (student teaching) to the "expert" level (first year) has been recognized and addressed in these proposals.

A previous paper by the first author (Benz, 1984) reported on a study that compared and contrasted these referenced models of teacher competency testing based on follow-up data of first-year teachers. Briefly, that paper supported Morine-Dershimer's (1983) position that prioritizing required teaching competencies over professional years of experience is needed, and those of Medley (1983) that testing for more than academic knowledge is needed, specifically clinical decision-making. She also supported Howey's (1983) proposal for a "teacher hierarchy" of responsibilities. The study reported in this paper is a continuation of that work in that it focuses on the variables related to the transition between teacher preparation and the full-time professional teaching role of inexperienced teachers. It builds on that preliminary work in terms of research design by acknowledging the multivariate nature and the potential undefined interactive effects suggested by the previous research. Incorporating qualitative presuppositions and an adapted grounded theory approach requires the data to be collected unhindered

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by predetermined classifications to allow for probable relationships to emerge from the data. Combining these strategies with traditional quantitative analysis permitted the researchers to both explore the data and to take into account its depth and meaning for the participants as well as to verify both emerging relationship and a priori relationships in a statistical way.

Local Context

Seventeen teaching competencies are part of the foundation on which goals and objectives for the undergraduate teacher education curriculum are based at this midwestern urban university. These competencies were agreed upon by a panel of undergraduate faculty[1] as most important to be learned and thus assessed by our graduates. Standards for preparing preservice teachers in some of these competencies were established by the 1980 revised Ohio standards for colleges preparing teachers.

The state requires a teacher preparation curriculum to address academic and social concerns including the (1) teaching of reading for every teacher; (2) human relations in working effectively with students from culturally pluralistic backgrounds, as well as those with varying disabilities; (3) self-evaluation skills; (4) dealing with classroom management; and (5) utilization of educational media. These skills from the curriculum standard were incorporated into the development of the 17 competency statements. The Ohio mandates also require the curriculum to provide for clinical skills in the use of diagnostic testing instruments, another competency incorporated in this evaluation scheme. A heavy emphasis is placed on field-based experiences, i.e., a minimum of 300 clock hours of clinical/field experiences prior to student teaching. In planning for the directing, supervising, and evaluating of these experiences, the college emphasized the necessity of pre-service

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[1] Panel members listed in Undergraduate Follow-Up - 1980 by C. R. Benz, p. 3, College of Education, The University of Akron, Akron, Ohio 44325.

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teachers learning to work well with teachers, administrators, pupils, and parents, the primary social referent groups of the institutional public school site.

This particular study was conducted in order to determine the perceptions entry-year teachers have regarding their preparation in preservice education. These perceptions were collected, measured, and analyzed at the end of one year following receipt of the bachelor's degree. At this particular point in time, it was assumed that the "real-world perspective" would have had some influence. And the experiences gleaned during a time span of one year from the end of student teaching would strengthen the value of the responses as evaluative of the applicability of their teacher training. The transfer of the knowledge, skills, attitudes, and values of the preservice programs would be complete, or, at least, in process.

In summary, the problem of this study can be succinctly stated: What are the strengths and weaknesses of the preservice teacher education program based on follow-up evaluations by first-year post graduates of seventeen teacher competencies? And, secondly, did perceptions differ between those who were employed a teachers and those who were not? The purpose here is two-fold: to reveal curricular areas that are perceived as leaving graduates ill-equipped and, secondly, to draw conclusions about the current state department review of mandated teacher education curriculum standards for state certification.

Because there is a state-wide review currently in progress which will result in revised standards for Ohio's teacher education colleges, results of this study, as well as those from other similar studies, can provide valuable insights into which areas of teacher education science should be included to prepare teachers for current K-12 classrooms.

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Research Design and Methodology

Both qualitative analysis and quantitative analysis were part of the research design and data analysis, conceptually, based on the Qualitative-Quantitative Interactive Continuum Model (Newman & Benz, 1985). The problem in almost all educational research studies is most effectively addressed by a combination of data collection and analysis strategies based on presuppositions both qualitative (naturalistic, inductive, wholistic, and theory building, e.g.) and quantitative (empirical, deductive, definitive, theory verifying, e.g.). In this particular study this was the case even more so than usual.

The impetus for the study originated from the close investigation of student responses to open-ended questions and examination of their optional, written comments on the survey form. Qualitative techniques were utilized at the start. An adaptation of the grounded theory method was appropriate in the initial stages of this study due to the exploratory nature of the research. The core competencies based on state mandates were added to by subjective faculty insights. Systematically investigating the open-ended responses and the optional written comments seemed a way to explore graduates' perceptions possibly not tapped by the discrete items. This, then, is in keeping with the view of Charmaz that grounded theorists "do not rely directly on the literature to shape their ideas, since they believe that they should develop their own analyses independently" (Charmaz, 1983, p. 110).

Whether or not graduates offered areas of needed training other than those tapped on the questionnaire can potentially be gleaned from initial coding strategies. Secondly, focussed coding can then help reveal possible relationships among the competencies and other variables to be subjected to

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empirical statistical tests. The methodology espoused by the grounded theorists, then, was most appropriate to enable the investigators to formulate hypotheses for a more formal empirical analysis.

Quantitative analysis of the data included discriminant analysis and t-tests. Specific hypotheses were tested to determine whether or not the graduates' ratings of preparation on a set of competencies would significantly differentiate those who were employed as teachers and those who were not. Secondly, the rank ordering of preparation quality on 17 competencies was done and significance tests between mean ratings on items were run to determine in what skills graduates perceive themselves as being more well-prepared and less well-prepared.

Because certain theoretical relationships were hypothesized a priori by the researchers based on past research and because of the desire to treat the data in an exploratory way so as not to preclude emerging relationships, both epistemological sets of assumptions seemed applicable.

Population

Graduates were sent the survey instrument one year post graduation. This mailed questionnaire was sent in April or May of the year following receipt of the degree. Graduates from 1980 were contacted in 1981, for example. Data from graduates of the classes of 1980, 1981, 1982, and 1983 were aggregated for this study, a total N of 233.

Class	(N)	% Responses/Year
1980	66	53.0%
1981	61	50.0%
1982	41	56.9%
1983	65	67.3%
Total	233	

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This population was 78% female (N = 182) and 22% male. The age range was from 22 years to 49 years old, a median age of 24, and 77% were under age 30. Almost 98% were Caucasian (N = 228) and 2% Black (N = 5). Most students had completed the bachelor's degree as their highest degree (83%, N = 193) and 40 (17%) had completed a master's degree. The overall mean (x) grade point average of this group was 3.31 (on a 4.00 system); 28% had GPAs lower than 3.00; and 25% had GPAs above 3.60. The predominant college major of these subjects was Elementary Education (N = 101, or 43%); 20 (8.5%) were in Special Education; 68 (29%) in various areas of Secondary Education; and 10 (4.3%) in Physical Education; the remainder (N = 33) had no major listed. Thirty-four of the total indicated a dual major and that they held dual certificates.

Qualitative Findings

Initially, responses to two open-ended questions were transcribed and listed verbatim for the groups graduating in 1981, 1982, and 1983. The 1980 group was not administered these two questions. These two questions were:

> In your opinion, what would be the most important thing(s) that could be added to the College of Education program that was not offered when you were here?
>
> In your opinion, what would be the most important thing(s) that should be deleted or changed in the College of Education undergraduate program?

A processual analysis through coding was conducted on these data. Twenty-two pages of transcription (not included here) were prepared for these three groups of graduates. Themes from these responses were integrated and coded and further inspected by arranging them by year according to frequency (Appendix A). Then the most frequent responses for each year were extracted and interpreted to speculate as to whether or not there were similarities between groups.

This focussed coding (Appendix B) revealed that "discipline and classroom management" was the most frequent theme for all groups in response

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to what is needed in the preservice program. Secondly was the factor of "computer education." Following were the themes of both "working with parents" and "working with children."

In terms of what should be deleted/changed in the opinions of these graduates the themes emerging through focussed coding were to "change the course on testing" and "change other foundations courses--introduction to education and the senior seminar on current educational problems."

These findings were compared and contrasted to responses to other open-ended questions, addressing whether or not the job of the first year met the students' expectations and optional comments and added comments on the survey. These results are beyond the realm of this paper but provided added depth of description to the total evaluation of the program that is described in college technical reports.

Quantitative Analysis - Results

The effectiveness of the preparation students received on the 17 competencies was measured by compiling their responses on a rating scale of the quality of that preparation from a value of 1, "very poor," to a value of 6, "excellent." The mean ($\bar{x}$) and median responses were calculated and ranked from the most effective preparation to the least effective preparation, and these are reported on Table 1. By comparing these ratings it is possible to tentatively conclude on which factors graduates feel effectively prepared and on which factors they feel less effectively prepared. These perceptions can provide valuable information for the college as they carry out ongoing evaluation of their curriculum. Additionally, the college may be faced with evaluative judgments--necessary where results indicate comparative significantly less effective preparation on some competencies than others. These judgments

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must weigh both the competency, its validity (whether legally mandated or not), its relative importance in undergraduate course outlines, and its relationship to other items' rated effectiveness.

The first finding considers the relative effectiveness of all 17 competencies. "Writing and using lesson plans" was rated ($\bar{x}$) 4.46 on a scale of 1 to 6, the highest rating; second was "knowledge of subject matter," a mean ($\bar{x}$) rating of 4.24. The third rank ordered rating through the eleventh were all in the 3.3 to 3.8 $\bar{x}$ range. The lowest three ratings of effectiveness were on "writing legibly on the chalkboard," "working with parents," and "knowledge/skills in computer-based instruction"--the lowest effectiveness rating for all competencies, with an $\bar{x}$ of 2.39.

Multiple t-tests were conducted to determine in which competencies graduates rated themselves significantly (α = .05) more well prepared or significantly less well prepared compared to other competencies. Based on the qualitative analysis it was hypothesized that the competencies of "classroom management and discipline," "working with parents," and "computer education" would show significantly lower effectiveness ratings on preparation than other competencies.

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TABLE 1

Perceived Effectiveness (Rank Ordered from Highest to Lowest Quality) of Teacher Education Program: Responses of Baccalaureate Degree Recipients One Year Post Graduation

	Median	$\bar{x}$	SD	(N)
1. writing and using lesson plans	5.00	4.46	1.20	(225)
2. knowledge of subject matter (e.g., elementary teaching, secondary social studies, business education, etc.)	4.00	4.24	0.95	(223)
3. teaching reading	4.00	3.86	1.40	(188)
4 developing tests and/or evaluative measures	4.00	3.83	1.12	(224)
5. using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	4.00	3.74	1.05	(224)
6. use of audio-visual aids and other media in productive ways	4.00	3.71	1.26	(225)
7. understanding pupils' emotional and physical development	4.00	3.69	1.09	(224)
establishing rapport with pupils	4.00	3.69	1.22	(224)
8. aware of the goals of "mainstreaming" and relating well to "exceptional" handicapped and gifted) pupils	4.00	3.59	1.20	(218)
9. differentiating assignments according to skills, interests, etc.	4.00	3.56	1.08	(224)
10. grouping for instruction	3.00	3.40	1.03	(219)
11. working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	3.00	3.31	1.29	(223)
12. classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.)	3.00	3.18	1.26	(224)
13. understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)	3.00	3.06	1.28	(220)
14. writing legibly on the chalkboard	3.00	2.96	1.47	(216)
15. working with parents	3.00	2.72	1.22	(217)
16. knowledge and skills in computer-based instruction	2.00	2.39	1.24	(220)

NOTE: Preparation rating scale:

1	2	3	4	5	6
very poor	poor	fair	good	very good	excellent

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Table 2 reports the findings in terms of t-values. One can scan the grid and quickly see interrelationships of preparation ratings on the competencies. This shows instances where the rating of effectiveness of each competence was significantly different from each other competence or was not significantly different from each other competence. The t-value and p value are shown where statistical significance resulted. An X is shown where there was no statistically significant difference on effectiveness. Thus, one can see that while preparation in "classroom management" was rated less effective than 11 other competencies, "use of audio-visual instruction" resulted in little difference in preparation rating and the differences that did appear were mixed. Other realtionships can be gleaned from this table.

On Table 3 appears a grid that is more explanatory. In sum, the data showed that graduate rated themselves less effectively prepared in "computer education" than in all other competencies and similarly for "working with parents," they rated lower in effectiveness than in 14 other areas. "Classroom management and discipline" was somewhat less negative in comparison, although it was still rated less effective than 11 other competencies. Also, on this grid one can tell which areas were rated comparatively more effective in preparation (column 2) as well as see where the competencies did not receive significantly different ratings (column 3).

A third quantitative analysis was conducted to determine whether being hired as a teacher was significantly related to perceived preparation. The fact that those graduates teaching and not teaching had widely disparate attitudes about their preparation in 17 competences was not indicated by discriminant analysis, direct-entry, techniques. When 17 "quality of preparation" variables were entered into the equation, there was no significant difference between graduates employed as teachers and those not employed as

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teachers (R^2 = .12, df = 17/153, F = 1.27, $p < .05$). However, when ratings of "importance" of these same competencies to the current job were tested against a criterion variable of teaching/non-teaching, significant discrimination was revealed (R^2 = .16, df 17/163, $p < .05$).* Further analysis employed stepwise regression methods to determine which of the "importance" rating on the 17 competencies maximize the differentiating power between those teaching and those nonteaching. The first variable entered was "working with parents" (R^2 = .07, df 1/179, F = 13.81, $p = <.0003$), the second was "classroom management/ discipline" (R^2 = .09, df = 2/178, F = 9.67, $p = <.0001$), and the third and final variable was "understanding pupils' changing family life, single parents, etc." (R^2 = .12, df = 3/177, F = 8.96, $p = <.00009$).

Conclusions and Discussion

Several conclusions can be made from these results. They have to do with: (1) where first-year teachers feel ill-equipped, (2) where they report themselves to be well-prepared and satisfied, (3) how these findings relate to new Ohio standards on teacher certification, (4) implications for what college students and new teachers expect teaching to be like, and (5) methodological implications for using qualitative and quantitative methods to enhance a study.

First of all, computer-based education is obviously a competency in which first-year teachers feel ill-equipped. Similarly, "working with parents," "writing on the chalkboard," "understanding the changing family," and "classroom management" are all areas needing attention, according to this report. On "subject matter knowledge" and "writing lesson plans," first-year

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*"Importance ratings" are similar to the "effectiveness Ratings" but graduates were asked "how important" the competency was to you on the job." These data ($\bar{x}$, SD, N) appear in Appendix C.

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teachers feel well prepared compared to other areas. These findings are consistent with some proposed alterations in state requirements (effective January 1987) for teacher education in the following areas.

A proposed changed in standards requires the professional education program curriculum to include "communicating and working with parents." This is not part of current standards and the proposed change seems to be a move toward meeting needs of first-year teachers. No proposed state-level change has been made to address needs in the area of computer education. The results here would indicate that that might be a recommended change, and, if not at the state level, at least at the local training institutions. However, as computer education is progressively implemented in K-12 programs over time, more and more entering freshmen will demonstrate these skills, reducing, then, this burden on higher education. The current mandates require the curriculum to address dealing with behavior problems. The proposed standards maintain this requirement but the language has been slightly altered to read, "applying planning and management skills in instruction and to discipline and behavioral concerns." Colleges of teacher education need to continue to improve the type of preparation in classroom management that is effective, and, in a sense, the proposed standard is more explicit in stressing the "means" by which this should be done; i.e., have preservice teachers learn planning and develop skills in management, and, one could add, decision-making.

Finally, the qualitative analysis revealed results beyond those tested in statistical ways. These first-year teachers implied that those courses usually characterized as foundations (coursework in testing, current problems in education, and, less frequently, educational psychology) were less valuable than those in methods and their content areas. They further implied that in addition to requesting that those courses be "changed or deleted," more time with children, in actual teaching situations, is what was needed.

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This attitude, i.e., that one only learns to teach by teaching, reflects what many experienced teachers also believe. Students typically prioritize field experience and student teaching as more valuable than course-work in preparing them for the teaching role. It seems to be, however, that these courses are exactly those whose content promises to ameliorate the new teachers' problems--namely, classroom management and, to a certain degree, evaluation. These findings suggest two things. First of all, they indicate that perhaps we are not doing an effective job of showing preservice teachers the connections between foundational material in education and the myriad day-to-day, real-life decisions teachers make. They need to be taught how and why testing methods are relevant to their professional role. These courses may, furthermore, emerge as negative merely because they're more difficult. If this is the case, then this may imply a more careful screening in admissions; i.e., to attract and retain those students capable of, first of all, adequate performance in more difficult courses, and, secondly, those who do make the transfer from professional courses dealing with teaching and learning principles, testing, historical and psychological foundations, and the day-to-day decision making of teaching. If links are not being made between behavioral, social, and cognitive theory and the actual teaching/learning situation, then the addition of more and more field experience (what students see as real teaching) will do nothing to improve the profession.

Finally, this study is, in conclusion, an example of combining and sequencing qualitative and quantitative research strategies that allow researchers to (1) verify a priori hypotheses, and, (2) discover new, unforeseen relationships.

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Table 2

Results from Multiple t-Tests on Effectiveness Ratings
(t values and p values)

2nd Variable

First Variable	Subj.	Mgmt.	Tchg. Rdg.	Dev. Tests	Rapport	Lesson Plans	Main-stream	Emot/ Phys.	Using Diag.	Group-ing	Diff. Assign.	Use Audio-Visual	Comp. based Instr.	Wrtg. Chalk-board	Work Organi-zation	Parents	Chng. Family
Subject		11.70 .000	3.09 .002	4.55 .000	6.43 .000		6.94 .000	6.86 .000	5.30 .000	9.71 .000	7.40 .000	5.39 .000	19.65 .000	10.98 .000	10.63 .000	16.42 .000	13.19 .000
Management			-5.37 .000	-6.59 .000	-5.49 .000	-12.18 .000	-4.26 .000	-5.68 .000	-5.91 .000		-4.03 .000	-4.73 .000	7.70 .000			4.31 .000	
Teaching Reading						-.408 .000				4.28 .000			12.32 .000	5.58 .000	4.07 .000	8.84 .000	6.27 .000
Dev. Tests						-6.78 .000				5.22 .000			14.41 .000	6.93 .000	4.78 .000	11.21 .000	7.49 .000
Rapport						-7.75 .000				3.33 .001			12.65 .000	6.17 .000	4.31 .000	10.65 .000	6.79 .000
Lesson Plans							8.20 .000	8.22 .000	8.04 .000	12.04 .000	10.95 .000	7.63 .000	18.39 .000	13.26 .000	11.56 .000	16.89 .000	14.30 .000
Mainstream													11.15 .000	4.58 .000		8.52 .000	5.41 .000
Emotional/Physical										3.84 .000			12.56 .000	6.48 .000	4.64 .000	11.46 .000	7.90 .000
Using Diag.										4.47 .000			12.87 .000	6.67 .000	4.36 .000	10.62 .000	7.04 .000
Grouping												-3.15 .001	10.02 .000	3.87 .000		8.09 .000	3.54 .000
Diff. Assign.													11.35 .000	5.68 .000	3.03 .003	9.75 .000	6.04 .000
Use Audio-Visual													14.27 .000	6.41 .000	4.06 .000	9.48 .000	6.82 .000
Computer-based Instruction														-4.81 .000	-8.73 .000	-3.32 .001	-6.33 .000
Writing on Chalkboard															-3.13 .002		
Work Organization																7.84 .000	3.21 .002
Parents																	-4.41 .000
Changing Family																	

Note: $\alpha' = .003$ corrected for multiple comparisons.

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Table 3

Multiple Comparisons on Seventeen Teaching Competencies

This competency . . .	. . . is rated less effectively prepared (p .003) than:	. . . is rated more effectively prepared (p .003) than:	. . . is not different on effectiveness (p .003) from:
1. Knowledge/skills in computer-based instruction	all other (16) items	no other items	
2. Working with parents	all other (14) items	*knowledge/skills in computer-based instruction	*writing legibly on the chalkboard
3. Writing legibly on the chalkboard	*all other (13) items	*knowledge/skills in computer-based instruction	*working with parents *understanding the changing nature of pupils' families (single parents, two working parents, etc.)
4. Understanding the changing nature of pupils' families (single parents, two working parents, etc.)	*all other (12) items	*knowledge/skills in computer-based instruction	*classroom management (dealing with discipline, abusive, withdrawing behavior, e.g.) *writing legibly on the chalkboard
5. Classroom management (dealing with discipline, disruptive, abusive, withdrawing behaviors, e.g.)	all other (11) items	*knowledge/skills in computer-based	*grouping for instruction *writing legibly on the chalkboard *working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships *understanding changing nature of pupils' families (single parents, two working parents, etc.)

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This competency . . .	. . . is rated less effectively prepared (p .003) than:	. . . is rated more effectively prepared (p .003) than:	. . . is not different on effectiveness (p .003) from:
6. Grouping for instruction	all other (7) items) *using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results *understanding pupils' emotional and physical development *writing lesson plans *establishing rapport with pupils *developing tests and evaluative measures *teaching reading *knowledge of subject matter (e.g., elementary teaching, secondary social studies, business education, etc.)	*knowledge/skills in computer-based instruction *writing legibly on the chalkboard *working with parents *understanding changing nature of pupils' families (single parents, two working parents, etc.)	
7. Knowledge of subject matter (e.g. elementary teaching, secondary social studies, business education, etc.)	none	*all other (15) items	*writing and using lesson plans
8. Writing and using lesson plans	none	all other (15) items	*knowledge of subject matter (e.g., elementary teaching, secondary social studies, business education, etc.)

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APPENDIX A

INITIAL CODING OF

OPEN-ENDED RESPONSES

Themes of Responses to Question
Requesting Additions
1981 Graduates

Watch self on videotape (2)
Career counseling (7)
Computer education (5)
"Hands-on materials" (2)
Role Playing (administrator, parents, etc.) (2)
Discipline (17)
Middle school (2)
Teacher organizations (2)
Business education methods (2)
Summer internships - technical education (2)
Substituting (2)
Reality of day-to-day (3)
More on-the-job (3)
More/better supervision (2)
Technical education student teaching (2)
Parents (2)
More field experience in art (2)
More on testing and scoring (2)
Lesson planning (3)
More clinical/lab (2)
More with children (6)
Time management (2)
More time in student teaching (3)
More field experience earlier (freshman) (2)
Split student teaching at two grade levels (2)
Curriculum development (2)
More individualization (2)
Counseling course in technical education (2)
More interracial tension (2)
More on drug and alcohol (2)
More special education (2)
More reading (2)
More on teaching adults (2)
Better placement system (2)
Letter grade for student teaching (2)
School law course (2)
Better counseling and advising (2)

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Themes of Responses to Question
Requesting Additions
1982 Graduates

Options for those employed other than full-time student teaching (2)
Field experience specific to major (2)
Communication skills with severe handicapped (2)
Computer education (10)
Parents (5)
Discipline (11)
Dealing with colleagues (2)
Oral communication (2)
Senior Seminar needs changed (2)
Course for writing on chalkboard (2)
How to use grading system (2)
More on model classrooms (2)
More field experience earlier (6)
Some special education courses required of all (5)
More real-life experiences (6)
More hands-on (2)
Teaching reading at secondary level (2)
Remedial reading course (2)
Less busy work (3)
Two levels of student teaching (2)
More open classrooms (2)
Dealing with teenagers (2)
Field experience in various schools (2)
More individualized instruction (2)
More on testing (2)
Counseling and advising (3)
School law (2)

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Themes of Responses to Question
Requesting Additions
1983 Graduates

Parents (8)
Management (1)
Accounting/bookkeeping (1)
Classroom management (20)
Senior Seminar (1)
More advising (1)
Matching objective with instruction and testing (1)
More computer (16)
More mainstreaming (6)
More classroom with children (5)
Conferences (2)
Questioning (1)
Using centers (1)
Gradebook (1)
Write lesson plans (1)
Getting materials (1)
Career alternatives (2)
Master's degree with teacher certification (1)
Job searching skills (2)
Testing and measurement (2)
Curriculum development (1)
Substitute teaching information (1)
Relevance to today's schools (3)
Elective course opportunity (2)
Guarantee/warranty of job with degree (1)
More supervision (1)
Reading course split by grade level (1)
Multicultural (1)
Media production (2)
Increase repertoire of teaching strategies (1)
Psychological disturbance of children (4)
Competency based education (1)
A teacher competency test (1)
More in science education (1)
More reading (1)
More enthusiastic/interested professors (1)
More gifted (1)
Dealing with peers (3)
More student teaching (1)
Report cards (1)

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Themes of Responses to Question
Requesting Deletions/Changes
1981 Graduates

Drop the Two-Year College course (3)
Get programs tailored to technical education (2)
Drop student teaching seminar (3)
Harder grading (2)
Drop algebra requirement (2)
Change course on testing (10)
Drop Senior Seminar on currene education problems (3)
Drop nothing (5)
Simplify requirements during student teaching seminar (3)
Change Senior Seminar to deal with classroom situation (2)
College professors had to be required to go out to school and teach (4)
Secondary students need more with 7-12 graders (1)
Get more on discipline (2)
Delete course on education history course (3)
Educational Psychology course separated into one for elementary and one for secondary (2)
More on computers (2)
Less general college courses, more teaching courses (5)
More methods classes in real schools (2)
"Design," "Handicrafts" nonsense courses (1)
Delete Biology requirement (1)
Drop computer testing (2)
Social Studies methods course - drop (2)
Drop field experience prior student teaching (2)
Better supervision (4)
Drop emphasis on games (4)
Grade for student teaching (2)

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Themes of Responses to Question
Requesting Deletions/Changes
1982 Graduates

All methods courses should be one full semester (2)
Technical Education, delete some college of education courses (2)
Testing courses unneeded (5)
Principles class unneeded (2)
Delete some literature (2)
Don't have first field experience be as a tutor (20
Delete Two-Year College programs (1)
Senior Seminar, delete or change (6)
Introductory education class, delete or change (2)
Delete Biology requirement (1)
Change professional semester; simplify (5)
Test to get degree (2)
Delete busy work (2)
Delete educational history class (2)
Delete labs (2)
Educational Psychology class, delete (2)

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Themes of Responses to Question Requesting Deletions/Changes 1983 Graduates

Change introductory education course (4)
Change testing course (8)
Add computer course (2)
Fliminate art and music if had it in F&AA (1)
Get professors in classrooms (1)
Re-evaluate criteria for student teaching sites (2)
less cut and paste (too much money) (5)
Eliminate seminar (2)
Eliminate microteaching (1)
Faculty teaching needs change (1)
Vocational education - waive teaching courses if have experience (1)
Delete Introductory course in secondary education (1)
Change early secondary field experience to three weeks in three separate sites (1)
Add to Language Arts, more coursework (1)
Add field experience (3)
Better communication with university-site (1)
Fewer term papers (1)
Internships (one year) instead of student teaching (1)
Improve field experience (2)
Interaction between elementary-secondary (1)
Better lab use (not so much cut and paste) (1)
Better methods classes (not so much cut and paste) (1)
Art, physical education and music classes - add actual children (1)
Cut down courses on "physical development," increase emotional/social development" (1)
Change Language Arts ("too general") (1)
More student teaching supervision (2)
Delete diagnostic reading class (1)
Get rid of idealism - "get real" (1)
More in secondary subject area, less education (2)
More in reading (2)
"Review" social studies program (1)
Eliminate design course for non-art people (20
Eliminate Mickey Mouse courses (1)
Less in art (1)
Shorten Content Reading (2)
"Behavior" classes bad (1)
"Reevaluate" courses (1)
Design and music should be one year (1)
More in classroom management (1)
Delete so much on lesson plans (1)
More practical, less theory (2)
All okay - no deletions (1)

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APPENDIX B

FOCUSED CODING OF

OPEN-ENDED RESPONSES

Needs to Be Added to Curriculum: Most Frequent Themes

1981	1982	1983
Discipline (17)	Discipline (11)	Classroom management (20)
Career counseling (7)	Computer education (10)	Computer education (16)
More time with children (6)	Real life experiences (6)	Working with parents (8)
Computer education (5)	Earlier field experiences (6)	Special education courses (6)
	Working with parents (5)	Time with children (5)
	Special education courses (5)	

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Needs to be Deleted from the Curriculum: Most Frequent Themes

1981	1981	1983
Change coursework on testing (10)	Change senior seminar on current problems (6)	Change coursework on testing (8)
Change nothing (5)	Change coursework on testing (5)	Less cut and paste--too costly (5)
Less general courses, more "teaching courses (5)		Change introductory course (4)

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APPENDIX C

RATINGS ON IMPORTANCE

OF COMPETENCIES

Perceived Importance (Rank Ordered from Highest Quality to Lowest Quality) of Teacher Education Program: Responses to Baccalaureate Degree Recipients One Year Post-Graduation

Item	Median	$\bar{x}$	SD	(N)
1. teaching reading	5.00	4.80	1.11	(210)
2. knowledge of subject matter (e.g., elementary teaching, secondary social studies, business education, etc.)	5.00	5.18	1.11	(210)
3. using diagnostic instruments (giving tests, reading, math, etc.) in professional and appropriate ways and interpreting the results	5.00	4.22	1.74	(201)
4. use of audio-visual aids and other media in productive ways	5.00	4.01	1.33	(215)
5. classroom management (dealing with discipline, disruptive, abusive, withdrawing behavior, e.g.)	5.00	5.08	1.05	(211)
6. understanding pupils' emotional and physical development	4.00	4.25	1.29	(212)
7. writing legibly on the chalkboard	4.00	3.92	1.37	(206)
8. developing tests and/or evaluative measures	5.00	4.63	1.18	(210)
9. differentiating assignments according to skills, interests, etc.	4.00	4.04	1.35	(210)
10. working in an organization, relating to peers, superiors, etc., in productive interpersonal human relationships	4.00	3.90	1.32	(202)
11. grouping for instruction	4.00	4.15	1.22	(211)
12. knowledge and skills in computer-based instruction	4.00	3.94	1.19	(213)
13. understanding the changing nature of pupils' families (single parent homes, two working parents, etc.)	3.00	3.08	1.67	(207)
14. working with parents	4.00	3.55	1.41	(208)
15. establishing rapport with pupils	5.00	4.53	1.10	(211)
16. aware of the goals of "mainstreaming" and relating well to "exceptional" handicapped and gifted) pupils	5.00	4.50	1.36	(205)
17. writing and using lesson plans	5.00	4.51	1.27	(208)

NOTE: Importance rating scale:

1	2	3	4	5	6
lowest importance on the job	low imp.	fairly imp.	mod. imp.	high imp.	highest importance on the job

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